Wisconsin Department of Public Instruction
TITLE I, 1003(g), SCHOOL IMPROVEMENT GRANT COHORT II APPLICATION YEAR 1
PI-9550-SSIF-C2 (New 03-11)

Collection of this information is a requirement of NCLB.

For questions regarding this grant, contact:
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Title I and School Support
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Title I and School Support
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INSTRUCTIONS: Return completed application and two copies by **May 2, 2011,** to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
MACKENZIE DUNN
TITLE I AND SCHOOL SUPPORT
P.O. BOX 7841
MADISON, WI 53707-7841

I. GENERAL INFORMATION

Local Educational Agency (LEA)	Mailing Address *Street, City, State, ZIP*
Menominee Indian High School	N500 Hwy 47/55 Keshena, WI 54135-0850

Contact Person	Title
Leslie Shawanokasic	High School Principal

E-Mail Address	Fax *Area/No.*	Phone *Area/No.*
lshawan1@misd.k12.wi.us	(715) 799-5558	715-799-3846

Grant Coordinator *If other than contact person.*	Title
Marcia Wittrock	Project Coordinator

E-Mail Address	Phone *Area/No.*
mwittrock@misd.k12.wi.us	715-799-3830

Grant Coordinator's Mailing Address *Street, City, State, ZIP*

N432 Hwy 47/55 Keshena, WI 54135-0850

Grant Period		Total Funds Requested for Current Grant Period	Total Funds Requested for Three Years
Beginning Date *Mo./Day/Yr.*	Ending Date *Mo./Day/Yr.*		
5/1/2011	6/30/2012	$1,300,000	$2,370,583

II. CERTIFICATION/SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information contained in this application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statutes, rules, and regulations will be met; and, that the indicated Local Education Agency (LEA) designated in this application is authorized to administer this grant.

WE FURTHER CERTIFY that the assurances listed above have been satisfied and that all facts, figures, and representation in this application are correct to the best of our knowledge.

Two signatures are required.

Signature of District Administrator	Date Signed *Mo./Day/Yr.*
➤	

Signature of School Board Clerk or Charter School Authorizer	Date Signed *Mo./Day/Yr.*
➤	

III. WAIVERS

The Department of Public Instruction has requested waivers of the requirements set forth below. Check each box for which the LEA wishes to apply.

☐ Permit Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. **List participating schools:** _____

☐ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

IV. ASSURANCES

Federal Assurances

1. The programs and services provided under this grant will be used to address the needs set forth in the application and fiscal related information will be provided within the fiscal year timelines established for new, reapplying, and/or continuing programs.

2. The programs and services provided with federal funds under this grant will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities.

3. Administration of the program, activities, and services covered by this application will be in accordance with all applicable state and federal statutes, regulations, and the approved application.

4. The district will require the entity and its principals involved in any subtier covered transaction paid through federal funds, that requires such certification, to ensure it/they are not debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by a federal department or agency. {EDGAR-Part 85}

5. The Local Educational Agency (LEA) will evaluate its program periodically to assess its progress toward achieving its goals and objectives and use its evaluation results to refine, improve, and strengthen its program and to refine its goals and objectives as appropriate.

6. The LEA will submit to the department such information, and at such intervals, that the department requires to complete state and/or federal reports.

7. This program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

8. The LEA will cooperate in carrying out any evaluation of this program conducted by or for the state education agency, the secretary, or other federal officials.

9. The LEA will comply with civil rights and nondiscrimination requirement provisions and equal opportunities to participate for all eligible students, teachers, and other program beneficiaries.

10. The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds received and distributed under this program.

11. The LEA will (a) make reports to the Department of Public Instruction and the U.S. Secretary of Education as may be necessary to enable the state and federal departments to perform their duties under this program; and (b) maintain records, provide information, and afford access to the records, as the department or the U.S. Secretary of Education may find necessary to carry out their duties.

12. Each agency receiving funds under this grant shall use these funds only to supplement, and not to supplant, state and local funds that, in the absence of such funds, would otherwise be spent for activities under this section

13. Before the plan was submitted, the school district afforded a reasonable opportunity for public comment on the plan and has considered such comment.

14. Any printed (or other media) description of programs will state the total amount being spent on the project or activity and will indicate the percentage of funds from the federally funded programs.

15. The LEA will adopt and use proper methods of administering such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; or (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

16. The LEA will administer such funds and property to the extent required by the authorizing statutes.

17. Each agency receiving funds under this grant shall not use these funds to provide non-educational incentives.

18. The LEA assures it will use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.

19. The LEA assures it will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.

20. The LEA assures it will, if implementing a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.

21. The LEA assures it will report to the SEA the school-level data required under section III of the final requirements.

22. The LEA has consulted, as appropriate, with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

State Assurances

23. The applicant will file financial reports and claims for reimbursement in accordance with procedures prescribed by the Department of Public Instruction.

24. No board or staff member of a LEA will participate in, or make recommendations with respect to, an administrative decision regarding a program or project if such decision can be expected to result in any benefit or remuneration, such as a royalty, commission, contingent fee, brokerage fee, consultant fee, or other benefit to him or her or any member of his/her immediate family.

V. CERTIFICATION COVERING DEBARMENT

Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

Certification Regarding

Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

The prospective lower tier participant(s) certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Menominee Indian School District

Name and Title of Authorized Representative

Wendell Waukau, District Administrator

Signature	Date Signed *Mo./Day/Yr.*
➢	

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688).

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

VI. SCHOOLS TO BE SERVED

Identify each Tier I and II school the LEA commits to serve and the proposed budget for each school. Indicate the reform model the LEA will use in each Tier I and Tier II school it commits to serve by checking the appropriate box. Provide a budget for each year that does not exceed the number of schools it commits to serve multiplied by $2 million or no more than $6 million over three years.

| School Name | NCES School / District ID No. | Tier | | Model | | | | Budget | | | |
		I	II	Turn-around	Restart	Closure	Transfor-mation	May 1, 2011 – June 30, 2012 SIG Funds Requested	Year 2 SIG Funds Requested	Year 3 SIG Funds Requested	Total SIG Funds Requested
Menominee Indian High School	3434	☐	☒	☐	☐	☐	☒	1,300,000	535,292	535,291	$2,370,583
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
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		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0
		☐	☐	☐	☐	☐	☐	0	0	0	$0

VII. NEEDS ASSESSMENT

Complete the entire Needs Assessment section for each Tier I and Tier II school the LEA commits to serve. For additional schools, copy and paste the entire Needs Assessment section. Be sure to complete every subsection for every school.

1. School Name	2. Current Principal Name
Menominee Indian High School	Leslie Shawanokasic

3. Number of Years in Current Position	4. Number of Years in this School	5. Number of Years in LEA
2.75	26	26

6. Select one option by placing an "X" on the line:

    ____ The current principal will be replaced.

    _X_ The current principal will not be replaced because:
        1. S/he was placed in this school as part of a broader reform effort, and
        2. S/he has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.
        3. S/he was hired on or after July 1, 2008.

7. Grade Level Example: 9-12.	8. Total Enrollment	9. % Free / Reduced Lunch	10. % Special Education Students
9-12	284	84.8%	26.1%

11. % English Language Learners	12. Home Languages of English Language Learners *List up to three most frequent.*
0	NA

13. Briefly describe the school's enrollment area *neighborhoods, communities served.*

Menominee Indian School District is the only public school in Wisconsin to be located almost entirely on Indian lands. In Menominee County, which is coterminous with the Reservation, almost 90 percent of the residents are members of the Menominee tribe. The community is rich in culture, tradition and history. There are five main communities on the Reservation; the two main villages of Neopit and Keshena, two smaller villages of Middle Village and Zoar, and a more scattered community called South Branch. The educational system on the Reservation includes a Head Start program, a PreK-12 public school, a K-8 tribal school and a tribal college. Menominee County has a very small tax base and faces a number of challenges including an at-risk school population and high poverty rate. Menominee County is currently ranked last out of 72 counties in health outcomes and health behaviors, unchanged since 2004.

14. List the feeder schools and/or recipient schools that supply or receive *most* of this school's students.

      Menominee Indian Middle School and Menominee Indian Tribal School

15. Provide a summary profile of the teaching staff. For middle schools and high schools, categorize by subject area (English, math, science, etc.). For elementary schools, categorize by grade level or specialty area. Use Full Time Equivalent (FTE) counts.

Grade Level or Subject Area	Total FTE	FTE Highly Qualified in All Subjects Taught	FTE 5 Yrs. or Less in School	FTE 6-15 Yrs. in School	FTE 16 Yrs. or More in School
English	3	3	0	2	1
Math	3	3	2	1	0
Science	2	2	2	0	0
Social Studies	2.5	2.5	0	1.5	1
Non-core	10	10	5	1	4
Special Education	8	8	1	5	2
Alternative Education	3	3	2	1	0

VII. NEEDS ASSESSMENT (cont'd.)

16. Enter teacher attendance rate in the table below. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. *A teacher should not be considered absent if he or she is attending professional development.*

School Year	2007-08	2008-09	2009-10
Total Number of Teachers	25	29	30
Average Absences	12	10	12
District Average of Teacher Absences	11	10	13

17. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the Wisconsin Knowledge and Concepts Examination (WKCE) for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
All Students	51.7	37.5	62.1
American Indian/Alaskan Native	51.7	*	*
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

18. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for reading.

Reading	2007-08 %	2008-09 %	2009-10 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10	51.7	37.5	62.1

19. Enter the percentage of all students and students in each subgroup who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
All Students	21.7	37.5	44.8
American Indian/Alaskan Native	21.7	*	*
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

20. Enter the percentage of all students for each grade level who tested as proficient or better on the WKCE for mathematics.

Mathematics	2007-08 %	2008-09 %	2009-10 %
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 10	21.7	37.5	44.8

VII. NEEDS ASSESSMENT (cont'd.)

21. Enter the average daily attendance percentage for all students and for each subgroup.

Average Daily Attendance	2007-08	2008-09	2009-10
All Students	79.84%	80.79%	83%
American Indian/Alaskan Native	79.91%	80.64%	84%
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

22. Enter the suspension rate for all students and for each subgroup.

Suspension Rate	2007-08	2008-09	2009-10
All Students	17.86%	13.5%	7.4%
American Indian/Alaskan Native	17.60%	*	7.1%
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

23. Enter the graduation rate for all students and for each subgroup.

Graduation Rate	2007-08	2008-09	2009-10
All Students	83.7%	84.6%	85.1%
American Indian/Alaskan Native	*	*	*
Asian/Pacific Islander			
Black Not Hispanic			
Hispanic			
White Not Hispanic			

24. Enter the school's mobility rate.

Mobility Rate	2007-08	2008-09	2009-10
All Students	28%	24%	35%

* Certain data are not reported to protect student privacy.

25. Briefly summarize previous and current reform and improvement efforts within the last five years and what impeded their success; for example:
   - Adopted a model and curriculum to raise reading scores but was not able to implement with fidelity.
   - District provided instructional coach but coach was not able to have an impact due to only visiting school twice per quarter.
   - Adopted a block schedule for math and reading but inadequate PD funds limited ability for teachers to change instructional approach and fully utilize longer instructional blocks.

The following innovations have been implemented and have been proven effective in raising student achievement in Menominee Indian High School over the past six years; however there have been barriers that prevented the school from scaling up these projects to have greater impact on student performance.

Governance and Leadership

- There was an administrative restructuring. A new principal was assigned to MIHS (grades 10-12) and a new administrative position was created – a Freshman Academy Principal. The position of Assistant Principal was eliminated. The role of the school principal was reconstituted to include not only managerial responsibilities but those of instructional leadership.
  - *Barrier:* There is limited administrative supervision of instruction because of the need to deal with other factors, (e.g., discipline referrals, personnel, time-sensitive managerial tasks).
- A Leadership Team and a Positive Behavior Management Team were institutionalized, reconstituted, and refocused to work collaboratively with the principal to implement improvements.
  - *Barrier:* The current organization, structure, performance, and expectations of the Leadership Team are ineffective.
- Teacher Leaders were identified for each core content area to work collaboratively with the teachers and support staff in each respective area and also with the principal to implement instructional improvements.
  - *Barrier:* Team Leaders' roles and responsibilities mirror those of a department head rather than of an instructional leader/coach. Team Leaders required more training and support to make this paradigm shift.

VII. NEEDS ASSESSMENT (cont'd.)

Data-based decision making
- NWEA MAP (Measures of Academic Performance) assessments were implemented district-wide (K-12) – three times per year, including September to provide more individualized instruction for each student beginning within the first weeks of school. Data is returned to teachers within a few days.
  - *Barrier:* There is limited time for the staff to collaboratively analyze and interpret student data for instructional decision-making.
- Action planning was implemented and institutionalized as a new standard and process in decision-making.
  - *Barrier:* Benchmarks are not clearly identified in the action plans, limiting the scope of progress monitoring.

Curriculum, Instruction and Assessment
- The curriculum was aligned to the Wisconsin Model Academic Standards. In 2010-11, the ELA and math departments started the task of aligning their content/courses to the Common Core State Standards.
  - *Barrier:* Some of the Common Core State Standards are taught after the WKCE is taken. This will require some changes in course curriculum or sequence.
- Teacher-friendly curriculum maps (called time and content grids) were created and used in all courses to provide for the delivery of a rigorous curriculum. Course content was aligned vertically and horizontally. The time and content grids were revised each year based on the WKCE data reflecting an active and responsive curriculum.
  - *Barrier:* The rigor of the core content curriculum is consistently compromised due to student attendance issues and the diversity of skill level. Differentiation of instruction is a challenge. Technology is not fully integrated into the curriculum and instruction. There are no AP courses to accelerate learning for advanced students. Science equipment/lab facilities are outdated and inadequate for advanced coursework.
- A school-wide instructional framework and model was implemented with a focus on instructional strategies designed for under-resourced learners.
  - *Barrier:* There is low model fidelity of implementation.
- The Menominee Indian culture was integrated in all MIHS courses providing a curriculum with greater meaning and cultural responsiveness for the students of the Menominee Indian Tribe of Wisconsin.
  - *Barrier:* There are limited experiential student learning and school-family-community cultural activities due to restricted fiscal resources.

Learning Supports
- Read 180 and Carnegie Math were implemented as supplemental instruction and a remedial intervention for students who were performing below expected skill levels.
  - *Barrier:* These remedial/supplemental programs are only provided for a restricted number of students due to financial constraints.
  - *Barrier:* All math classes are scheduled for one instructional period. This time is inadequate to provide the needed academic support for 9th and 10th grade students targeted for intervention.
- A school-wide positive behavior management program was implemented to improve student behavior, attendance and engagement.
  - *Barrier:* The same set of positive behavior management/disciplinary procedures are not used consistently throughout the school and in every classroom.
- An Extended Academic Time Initiative was designed and implemented to include additional instructional time during the year and in the summer for students who scored in the Minimal/Basic levels of the WKCE and/or similar levels on the MAP assessment.
  - *Barrier:* The after-school programs with inter-related components are not tightly coordinated.
- A Credit Recovery summer school program was designed and implemented for students who scored in the Minimal/Basic on the WKCE and/or similar levels on the MAP assessment.
  - *Barrier:* This summer program provides promotion credit for remedial coursework. This program does not have the academic rigor that would ensure students' mastery of skills needed to meet rigorous academic requirements at the next course level.
- An Attendance Initiative was designed and implemented to focus on improving the attendance rates for students at each school.
  - *Barrier:* There are an insufficient number of transitional structures and strategies to support the high-risk student population.
  - *Barrier:* Personalized learning plans for high-risk students do not address some of the significant social, emotional and mental health issues of students who have the highest truancy rate, due to financial and time constraints.
- An Athletic Initiative was designed throughout MISD (K-12) to provide athletic experiences and opportunities for all students.
  - *Barrier:* Many of the target high-risk students (those with chronic absenteeism) are not interested in the programs offered through the Athletic Initiative or the other existing clubs. Extra-curricular activities need to be developed around their areas of interest to increase engagement of high-risk students.
  - *Barriers:* There are a limited number of academic student clubs and activities to extend and enhance classroom learning.

VII. NEEDS ASSESSMENT (cont'd.)

Transition

- Career awareness, exploration and planning activities were systemically and systematically embedded into the curriculum and services (e.g., Menominee Model of Transition, Comprehensive Counseling Model, career and college-prep courses, Career Planning and Course Description Guide).
    - *Barrier:* Students' workforce experience is restricted by the limited employment opportunities and linkages to businesses and work force development agencies.
- A Freshman Academy was implemented to give special attention to this critical transition year. This model combined a small learning community with ten innovations that gave students a solid academic base to accompany them throughout their high school careers.
    - *Barrier:* The Freshman Academy does not include summer transition programming, a critical need for incoming ninth grade students.
- The Menominee Model of Transition (grades 9-12) was implemented involving required career/college-prep courses at each grade level, ACT prep, adult coaching, student leadership projects, entrepreneurship opportunities (e.g., Upcycle store experiences) and linkages to the community and agencies.
    - *Barrier:* The model does not have the financial and human resources needed to build linkages and experiences for students in the workforce.
    - *Barrier:* There are limited resources (financial, human) to create more opportunities/experiences that connect academic and work-related skills for students.
    - *Barrier:* The 11th and 12th grade career and college prep courses (Future Finance/Getting Ahead) do not provide enough instructional and personalized time for students who needed additional support for college preparatory activities (e.g., resumes, cover letters, college applications, financial aid applications). Additional academic coaching and extended learning time is needed.

VIII. STATEMENT OF NEED

Based on the information disclosed in the needs assessment above, summarize the needs identified for each school and provide a rationale for the intervention model selected. In order to summarize the needs, consider the following questions:

- What are the biggest areas of need at this school?
- Which student groups are experiencing the lowest performance in each of the areas, e.g., reading, mathematics, attendance, etc.?
- What trends are apparent in the data, e.g., reading, graduation, suspension, etc.?
- What characteristics of the student demographics should be taken into account in selecting a model and external partners/providers?
- What, if any, idiosyncratic characteristics of the enrollment area should be taken into account in selecting a model and external partners/ providers?
- What characteristics of past experiences with reform and improvement efforts should be taken into account in selecting a model and external partners/providers?

General Need

This proposal will address many needs that are unique to the Menominee Indian High School, the only public high school in Wisconsin to be located almost entirely on Indian lands. This Tier II, rural school serves 297 students of which 96.1 percent are Native American, 84.8 percent are on free and reduced lunch, and 26.1 percent have a disability. Menominee County, which is coterminous with the Reservation, is Wisconsin's poorest county.

The community has a very small tax base and based on the latest U.S. Census Bureau statistics, has a median household income of $29,440 compared to the state average of $41,994. The effects of living below the poverty line are felt by 28.8 percent of all residents compared to the state average of 8.7 percent. Menominee's youth poverty is significantly higher than the State of Wisconsin. One out of every two children lives in poverty. Menominee Indian High School faces many tough challenges with a significant at-risk student population as defined under Wisconsin Statute 118.153 which includes students who are 1) one or more years behind their age group in the number of credits attained, 2) two or more years behind their age group in basic skill levels, 3) habitual truant, 4) parents, 5) adjudicated delinquents and 6) eighth grade pupils whose score in each subject area on the WKCE is below the basic level.

Based on community and school demographics, the program plan will target resources to serve the needs of Native American and under-resourced students at Menominee Indian High School. This focus solidly aligns to the District's existing school reform model which targets the needs of this diverse student population.

Project Need - District Level

In 2005, the Menominee Indian School District made systemic changes to its policies, practices and programs, based on the foundational work completed from the District's Self-Assessment process, a component of Wisconsin's Statewide System of Support. This Self-Assessment utilized a rubric, grounded in research-based methods and facilitated a district-level examination of practices, programs, and policies that focused on enhancing school performance. This improvement effort led to all three schools in the District to meeting 47 out of the 48 AYP indicators over the last four years, an unprecedented achievement since the No Child Left Behind legislation was enacted.

The Self-Assessment focused on the District's role in improving student performance by examining their practices in the following five critical areas: 1) vision, values and culture, 2) leadership and governance, 3) decision making and accountability, 4) curriculum and instruction and 5) professional development. The array of school-wide initiatives fundamental to long-term systemic change included 1) site-based leadership teams at each school, 2) data monitoring and periodic assessments (e.g., MAP assessment administered at three times in the school year, 3) action planning, 4) curriculum alignment and mapping, 5) targeted professional development, 6) school-community collaboration and parent engagement, 7) policies and practices targeting learning supports for at-risk students (e.g., attendance policy, homework policy) and 8) transition programs to include the Freshman Academy, before and after school programs, vocational and college-prep programs and transitions between school levels.

The Menominee Indian High School longitudinal trend data documents the success of these initiatives. Since their implementation, there have been significant increases in the graduation, promotion and attendance rates, as well as in student achievement in math and reading. There have been significant decreases in the truancy, drop out and retention rates and in the number of suspensions and discipline referrals.

While significant progress has been made in closing the achievement gap within these student groups, there is still substantial work to be done to reach parity. A review of the High School's student data reveals significant discrepancies between their achievement/performance and the state average.

To build a comprehensive network of support, all Menominee Indian School District administrators met to review some of the overarching focus areas that would require district-level support and continuity. Consensus was reached on the following priority needs:

- Develop common language and understanding of the Positive Behavior Intervention and Supports system for the seamless transition and application across all schools in the Menominee Indian School District.
- Increase the application and implementation of the Rti principles and model across all schools in the Menominee Indian School District.
- Interface and align two data systems (SWIS and Skyward) to establish consistency in behavioral data-based terms and reporting formats.
- Establish a rigorous, transparent and equitable evaluation system for teachers and principals that takes into account data on student growth as well as other factors.
- Build a K-12 cohesive system of learning supports in reading and math that align to the Common Core State Standards and benchmark performance indicators at each grade level.
- Integrate 21st century tools and technology into the K-12 curriculum and instructional practices.

Transformation Model

The Menominee Indian School District selected the Transformation Model because it aligned so succinctly to the reform efforts (programs, practices, policies) already institutionalized in the school culture which have proven to be effective in raising student achievement and performance. This model would provide the resources and framework to "scale up" existing programs, initiatives, approaches and infrastructure needed for a greater impact on student achievement/performance, capacity building and sustainability.

Over the last six years, MIHS has been building both the leadership culture and organizational structures/processes needed to turn around their low-performing school. The positive impact of these reform efforts are well documented by MIHS's increases in student achievement, graduation, attendance and promotion rates and decreases in truancy, suspensions and expulsions. MIHS's approach to school improvement incorporates the same central actions that effective schools have taken to turn around their low-performing schools. According to the research these schools share the following characteristics:

- They have effective school leadership (US Department of Education, 2010: Bryk et al., 2010; Picucci et al., 2002).
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices (Bryk el al., 2010: Lachat & Smith, 2005).
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals. This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together (US Department of Education, 2010; Tung & Ouimette, 2007).
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection (Bryk et al., 2010: Johnson & Asera, 1999: Conzemius, 2000: US Department of Education, 2010).
- They create a safe school environment and a supportive climate of mutual trust (US Department of Education, 2010: Bryk et al., 2010: Herman et al., 2008: Johnson & Asera, 1999).
- They align all of their fiscal and human resources to support student achievement (Bryk et al., 2010).
- They engage families to support the education of their children and to work in partnership with teachers, principals and other administrators to ensure the effective implementation of education programs and services (US Department of Education, 2010: Gordon & Louis, 2009: Tally & Keedy, 2009).

MIHS has institutionalized the same type of infrastructure, organizational capacity, programs and processes that are characterized above. These formed the basis for the improvement plan outlined in the project. The Transformation Model was chosen because it would enable the school to build upon these existing processes/structures and "lessons learned" to build a sustainable and systemic reform effort.

Needs - School Level

A critical factor in determining the priority needs was to bring all key stakeholders into the planning process (e.g., District Administrator, MIHS Principals, Adult Learning Center (ALC) Principal, ELA and math teachers, MIHS staff that are members of the Menominee Indian Tribe of Wisconsin). These key stakeholders would bring both an academic and cultural perspective to the improvement plan. Longitudinal trend data was reviewed and analyzed over three consecutive years on the following High School performance indicators:

- Reading performance - 10th grade WKCE
- Math performance -10th grade WKCE
- Language arts performance -10th grade WKCE
- Graduation rate - 12th grade cohort
- Drop out rate - 12th grade cohort
- Retention rate - all MIHS students (average) and grade level

VIII. STATEMENT OF NEED

- Daily attendance - all MIHS students
- Truancy rate - all MIHS students (average)
- Suspension rate - all MIHS students (average)
- ACT – percentage of 12th grade students tested
- Average ACT composite score -12th grade
- Advanced Placement – percentage of students taking the exams
- Extra co-curricular – percentage of students in academic, athletic and music co-curriculars
- Student mobility rate

The following priority needs, targeted student groups and school-wide strategies, programs and approaches for school improvement were identified from this analysis. Note: The most recent student performance data posted on the WINSS site was used to make comparisons between local and state averages.

Priority needs:
- Reading performance: November 2010 WKCE: 50 percent of 10th grade students scored in the advanced or proficient range in reading (below the state average by 24.7 percent).
- Math performance: November 2010 WKCE: 40.5 percent of 10th grade students scored in the advanced or proficient range in math (below the state average by 30.4 percent).
- Attendance rate: 2008-09 (WINSS): The average high school attendance rate was 80.8% (below the state average by 11.9 percent).
- Truancy rate: 2009-10 (WINSS): 30 percent of all high school students were truant (above the state average by 15.7 percent).
- Graduation rate: 2008-09 (WINSS): 84.6 percent of MIHS students graduated with a regular diploma, certificate or HSED (below the state average by 6.8 percent).
- ACT participation: 2009-10 (WINSS): 23.1 percent of all 12th grade students took the ACT test (below the state average by 36.5 percent).
- ACT performance: 2009-10 (WINSS): The average ACT composite score among 12th grade students taking the test is 16.7 (5.3 composite points below the state average).

Student Groups

All seven data sets listed above have been disaggregated by race/ethnicity, disability and economic status. Based on this analysis, the target population will be students from three subgroups: Native American students, students of low socio-economic status and students with disabilities. All three subgroups did not meet proficiency and performance targets.

School-Wide Strategies, Programs and Approaches for School Improvement

The Wisconsin Positive Behavior Intervention and Supports model, the Wisconsin Response to Intervention (Rti) principles and the Common Core State Standards provide the conceptual framework and elements of the program plan. Based on the trend data the following school improvement needs were identified.

- Collaborative leadership and decision-making structures must be strengthened and supported at every level.
- The rigor and effectiveness of instruction in MIHS must be reviewed and enhanced to assure that each student has the knowledge and skills expected/required for promotion at each grade as well as those deemed essential for college and career readiness.
- The continuum of interventions and learning supports must be expanded to meet the diverse needs of Menominee Indian High School students.
- School-community-family collaboration needs to be integrated into the design of programs and interventions for at-risk students.
- Transition programs need to be broadened to increase student engagement and participation in educational/instructional programs.
- Data-based inquiry and decision-making need to be transformed into a more systemic process that encompasses school improvement efforts.
- Positive behavioral supports and interventions need to be consistently implemented in each and every classroom to maximize the predictability of appropriate behavior.
- The use of 21st century learning tools and technology needs to be increased in each classroom to improve instruction and student learning.
- Ongoing professional development and teacher training in leadership, content knowledge, technology and in behavior management is needed to ensure that programs, initiatives and school improvement efforts are effectively implemented and sustained.
- A teacher and principal evaluation system that takes into account data on student growth needs to be developed and implemented district-wide.
- There needs to be a solid integration of the Menominee Indian culture, spirituality, beliefs and wisdom into all curricular and instructional practices.

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Student Demographics to be Considered when Choosing External Partners/Providers
There are many student demographics that must be taken into account in selecting external partners/providers. The private providers and regional service centers (CESAs) must have experience and success in working with students and schools with these distinctive demographics.

- Tribe: The majority of high school students are members of the Menominee Indian Tribe of Wisconsin. This distinction brings great strength, honor, and unity to the student body. It also creates an opportunity to solidly integrate school, family and community resources to enhance learning. The Menominee Indian beliefs, deeply rooted in their culture, nurture and encourage cooperation, compassion, care/concern for one another and integrity. It is essential that the Menominee Indian culture be fully integrated into all school improvement efforts.
- Residence: Most MIHS students live on the Menominee Indian Reservation.
- Race/Ethnicity: 96.1 percent of MIHS students are Native American. The external providers must have successful experience (as proven through their evidence-based practices and programs) in working with Native American students and communities.
- Socio-Economic: 84.8 percent of MIHS students qualify for free and reduced lunch. External providers must have expertise in working with under-resourced learners.

Idiosyncratic Characteristics of the Enrollment Area
Menominee Indian High School has a high mobility rate which adversely affects academic performance. Strong evidence exists that student mobility at all ages decreases student test scores and grade point averages and reduces the chance the student will graduate (American Youth Policy Forum (2002): Scanlan E. & Devine K. (2001). External providers will need experience and expertise in working in schools with transient student populations.

- Mobility rate: During the 2009-2010 school year, MIHS had a 35 percent mobility rate (66 new student entries/29 student withdrawals). Trend data reveal high student mobility in 2007-2008 and 2008-2009 school years with rates of 28% and 24% respectively; however, there has been a positve trend in these years as is illustrated by the data below:
  - 2007-2008: 25 new student entries/77 student withdrawls (total enrollment of 364 students)
  - 2008-2009: 39 new student entries/39 student withdrawls (total enrollment of 326 students)
  - 2009-2010: 66 new student entries/29 student withdrawls (total enrollment of 270)

School Profile
The external providers must also have experience and focused expertise on developing school leadership and creating organizational change, with similar faculty profiles listed below.

- Highly Qualified Staff: There are 10.5 core content area teachers; they are all highly qualified.
- Longevity: There are 20.5 noncore and core content general education teachers. Of this group, six teachers have been teaching 16 years or more in the school; 5.5 teachers have been teaching 6-15 years in the school and nine teachers have been teaching five years or less. There is a diverse spectrum of new and veteran teachers on staff.

Characteristics of Past Experiences with Reform and Improvement Efforts
Menominee Indian School District has effectively been implementing its school reform efforts over the last six years. During that time the District prioritized and refined their improvement efforts using multiple sources/resources. External providers will need to utilize the following processes and organizational structures that have shaped MISD's reform efforts.

- Data monitoring and data-based decision-making emphasizing effective instruction.
- Shared decision-making: school-based Leadership Teams that focus on improvements in instruction and other areas.
- Shared decision-making: school-based Positive Behavior Management Teams that focus on improving student behavior through effective positive behavior management plans.
- Action planning.
- Adaptation of models and programs to meet local needs.
- Research and evidence-based practices using the six questions for innovations.
- Integration of Menominee Indian culture into curriculum and instruction.
- Relational learning.
- Job-embedded, onsite and targeted professional development.
- Rigorous curriculum development aligned to State standards.
- School-community-family collaboration.
- Supports for transition (e.g., before and after school programs, between schools, vocational and college).
- Parent involvement and engagement.

	IX. SCHOOL PLAN	
	Copy and Paste These Tables for Each School.	

For additional schools, copy and paste the school plan for each Tier I and Tier II school receiving SIG funds.

For each eligible Tier I or Tier II school, complete the plan for the reading and mathematics goals, and, if applicable, other goals the LEA will implement with SIG funds. Plans must address the needs identified through data analysis for each school. The plan must include all elements of the selected reform model as identified in the guidelines. If current grant period activities address a reform model requirement, use the numbering system in Appendix A and identify the requirement in the column titled "Model Requirement Number." Full implementation of the selected model must begin at the start of the 2011-12 school year.

School Name	Reform Model

School Year	WKCE Reading Goal	Evaluation Methods *e.g., WKCE data, local assessment, etc.*	Baseline Data *Complete when baseline data is available*	Interim Progress *Complete for the Interim Report*	End-of-Year Progress *Complete for the End-of-Year Report*
2011-12	Increase the percentage of 10th grade students scoring in the advanced or proficient range in reading on the WKCE to 55%.	WKCE	WKCE November 2010: 50% of 10th grade students scored in the advanced or proficient range in reading.		
2012-13	Increase the percentage of 10th grade students scoring in the advanced or proficient range in reading on the WKCE to 60%	WKCE			
2013-14	Increase the percentage of 10th grade students scoring in the advanced or proficient range in reading on the WKCE to 65%	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional reading goals for **2014-15.**

Increase the percentage of 10th grade students scoring in the advanced or proficient range in reading on the WKCE to 70%

Identify additional reading goals for **2015-16.**

Increase the percentage of 10th grade students scoring in the advanced or proficient range in reading on the WKCE to 76%

School Year	WKCE Mathematics Goal	Evaluation Methods *e.g., WKCE data, local assessment, etc.*	Baseline Data *Complete when baseline data is available*	Interim Progress *Complete for the Interim Report*	End-of-Year Progress *Complete for the End-of-Year Report*
2011-12	Increase the percentage of 10th grade students scoring in the advanced or proficient range in math on the WKCE to 46%	WKCE	WKCE November 2010: 40.5% of 10th gr. students scored in the advanced or proficient range in math.		
2012-13	Increase the percentage of 10th grade students scoring in the advanced or proficient range in math on the WKCE to 52%	WKCE			

	IX. SCHOOL PLAN (cont'd.)				

School Year	WKCE Mathematics Goal	Evaluation Methods *e.g., WKCE data, local assessment, etc.*	Baseline Data *Complete when baseline data is available*	Interim Progress *Complete for the Interim Report*	End-of-Year Progress *Complete for the End-of-Year Report*
2013-14	Increase the percentage of 10th grade students scoring in the advanced or proficient range in math on the WKCE to 58%	WKCE			

To meet the five-year trajectory for student performance to be at or above the state average:

Identify additional mathematics goals for **2014-15.**

Increase the percentage of 10th grade students scoring in the advanced or proficient range in math on the WKCE to 64%

Identify additional mathematics goals for **2015-16.**

Increase the percentage of 10th grade students scoring in the advanced or proficient range in math on the WKCE to 70%

School Year	Other School Goals	Evaluation Methods *e.g., WKCE data, local assessment, etc.*	Baseline Data *Complete when baseline data is available*	Interim Progress *Complete for the Interim Report*	End-of-Year Progress *Complete for the End-of-Year Report*
2011-12	On the Spring 2012 MAP assessment, the following percentage of students from each grade level will perform in the advanced or proficient range in reading. -- 61% of 9th grade students --46% of 10 grade students --63% of 11th grade students --76% of 12th grade students	Measure of Academic Performance (MAP) assessment	MAP Fall 2010: Percentage of students in the advanced or proficient range in reading. --39% of 8th grade students --32.8% of 9th gr. students --40% of 10th gr. students --60% of 11th gr. students		
2011-12	On the Spring 2012 MAP assessment, the following percentage of students from each grade level will perform in the advanced or proficient range in math. --66% of 9th grade students --62% of 10th grade students --69% of 11th grade students --64% of 12th grade students	Measure of Academic Performance (MAP) assessment	MAP Fall 2010: Percentage of students in the advanced or proficient range in math. --46% of 8th grade students --42% of 9th grade students --49% of 10th gr. students --54% of 11th gr. students		
2011-12	Increase the graduation rate to 86% by the end of the 2011-2012 school year.	Local data – graduation rate ISES student data system	2009-10 school year: Graduation rate = 85.1%		

IX. SCHOOL PLAN (cont'd.)

School Year	Other School Goals	Evaluation Methods *e.g., WKCE data, local assessment, etc.*	Baseline Data *Complete when baseline data is available*	Interim Progress *Complete for the Interim Report*	End-of-Year Progress *Complete for the End-of-Year Report*
2011-12	Increase the college readiness skills of students as evidenced by the following: --By June 2012, 33% of all 12th grade students will take the ACT. --By June 2012, the average ACT composite score of all 12th grade students who took the ACT test will be 17.5.	Local data – ACT participation and composite scores Department of Public Instruction – WINSS site	2009-10 school year: 23.1% of 12th grade students took the ACT. 2009-10 school year: average ACT composite score = 16.7		
2011-12	Increase their daily attendance rate to 84% by the end of the 2011-2012 school year	Local data-attendance rate ISIS student data system			
2011-12	Decrease their truancy rate to 27% (a decrease of three percentage points) by the end of the 2011-12 school year.	Local truancy data ISES student data system	2009-10 school year: truancy rate = 30%		

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
GOVERNANCE, SCHOOL CULTURE AND LEADERSHIP					
1. **Establish the infrastructure and supports to implement a school-wide Positive Behavior Intervention and Supports (PBIS) model to increase classroom academic learning time.**	3	June 2011 begin & ongoing	MIHS Principals ALC Principal	$84,654	
1.1. Reconstitute the existing Leadership Team (LT) to focus on maximizing continuing improvement in student achievement and high school graduation and consider personnel who have positively impacted the school culture. Establish the same infrastructure as the Positive Behavior Intervention and Supports model with a focus on academic achievement.	3	May 2011	MIHS Principals ALC Principal		
1.2. Maintain the existing Positive Behavior Management (PBM) Team and expand the responsibility of members to reflect those defined in PBIS with a focus on student behavior.	3	May 2011	MIHS Principals ALC Principal		
1.3. Create an action plan (team with principals) that outlines goals, objectives, benchmarks and timelines as it relates to each team's new role/duties for the 2011-12 school year.	3	June & August 2011	MIHS Principals ALC Principal PBM Team LT		
1.4. Provide adequate time during the school year for each team to plan, review student data and carry out their roles/responsibilities.	3	Aug. 2011 scheduled	MIHS Principals ALC Principal		
1.5. Provide each team with the training and technical assistance to increase their effectiveness in raising student achievement (e.g., leadership, data-based decision making, PBIS Tier I and Tier II implementation).	3,4	June & Aug. 2011 & monthly	Professional Development (PD) providers		
2. **Redefine and expand the role of Teacher Leaders to include responsibilities that have a direct impact on improving curricular and instructional practices to increase student achievement and performance using standardized test data (e.g., WKCE, MAP, pre-ACT, ACT, READ 180, Carnegie math), classroom based assessments and other performance data (e.g., attendance, discipline, grades, promotion rate).**	5	May 2011	MIHS Principals ALC Principal	$89,742	

				IX. SCHOOL PLAN (cont'd.)	

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
2.1. Identify Teacher Leaders in core content and noncore areas that exhibit positive team leadership qualities and characteristics. Establish their roles/responsibilities with expectations to increase the quality of instruction school-wide.	5	May 2011	MIHS Principals ALC Principal		
2.2. Provide each Teacher Leader with monetary incentive to assume additional responsibilities to increase the quality of instruction (e.g., review lesson plans, sharing effective practices with other teachers).	5	Sept. 2011	MIHS Principals ALC Principal		
2.3. Develop an action plan (Teacher Leaders with their department) that outlines their goals, objectives and timelines as it relates to their new roles/responsibilities.	5	June 2011 begin work Sept. 2011 finalize	MIHS Principals ALC Principal Team Leaders		
2.4. Provide common planning time during the school day for the English language arts (ELA) and math departments and the Freshman Academy teachers to plan, review data and to identify/implement improvements to their instructional and curricular practices/programs.	5	Aug. 2011 set schedule	MIHS Principals ALC Principal		
2.5. Provide Teacher Leaders with the training and technical assistance to increase their effectiveness as leaders in their respective departments and within the school that will include a focus on leadership, Common Core Standards, ACT readiness, instructional technology, curriculum design, instructional strategies, using data (e.g., WKCE, MAP, pre-ACT and ACT assessments, classroom performance measures) to monitor the effectiveness of programs,	4,5	June 2011 begin work & then monthly	PD providers		
2.6. Provide Teacher Leaders and administrators with training on the nine systemic processes to raise student achievement.	4,5	August 2011, Fall and Winter	MIHS Principals ALC Principal PD Providers		

		IX. SCHOOL PLAN (cont'd.)			

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
3. Identify and reward MIHS teaching and non-teaching staff who take on an increased responsibility as a student advisor, referred to as Oskineniw (*meaning "helper" in Menominee*), for 6-8 students, meeting weekly to provide personalized coaching and support in order to increase the percentage of students who graduate with their cohort group.	3	May 2011 begin to identify Sept. 2011 finalize roster, provide financial incentive	MISD BOE W. Waukau MIHS Principals ALC Principal	$94,920	
4. Review and as appropriate, revise the grading policy, to increase student achievement as measured through standardized test data (WKCE, MAP, pre-ACT, ACT) classroom based assessments and performance data (e.g., course completion, promotion rate, grades, graduation rate).	7,8	Oct. 2011 research and review Jan.-May 2012 identify and develop steps to implement	BOE W. Waukau MIHS Principals ALC Principal	$20,000	
<u>DATA-BASED DECISION MAKING</u> **5. Increase the internal capacity of the PBM Team, Leadership Team, Teacher Leaders, classroom teachers and the SIG Monitoring Team (SMT) to collect, analyze and use student data to increase student achievement using standardized test data (e.g., WKCE, MAP, pre-ACT, ACT assessment, READ 180, Carnegie math), classroom based assessments and performance data (attendance, discipline referrals, suspensions/expulsions, grades, promotion rate, and graduation rate).**	7,8	June 2011 begin & ongoing	MIHS Principals ALC Principal	$28,000	
5.1. Designate lead people on the PBM Team, Leadership Team, SMT and in selected departments (ELA, math, science and Menominee Model) for data collection, analysis, reporting and facilitation of discussion around data.	7,8	May 2011	MIHS Principals ALC Principal		
5.2. Provide training and technical assistance for designated lead people and teams on data collection, management, analysis and internal decision-making.	7,8	Aug. 2011 begin & ongoing	PD providers		

| | | **IX. SCHOOL PLAN (cont'd.)** | | | |

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
5.3. Establish and utilize one central data repository area that is solely allocated for display and discussion of data.	7,8	Nov. 2011 & ongoing	MIHS Principals ALC Principal		
5.4. Create and implement a centralized process for establishing consistency in data-based terms, reliable entry of data, user-friendly reporting formats for teachers, administrators, support staff and other stake-holders. Agree on common method of reporting data.	7,8	Begin in June 2011 and finalize in Nov. 2011	MIHS Principals ALC Principal		
5.5. Create time for data analysis and instructional planning for designated teams and departments.	7,8	Aug. 2011 schedule	MIHS Principals ALC Principal		
5.6. Complete an evaluation by the PBM Team, the Leadership Team and the SIG Monitoring Team on the impact of the school's programs on student achievement and performance with recommendations for mid-course revisions using student achievement and performance data (e.g., WKCE, MAP, pre-ACT, ACT, READ 180, Carnegie, classroom performance measures, attendance, truancy, and promotion rates and classroom grades/failures).	7,8	Quarterly	MIHS Principals ALC Principal PBM Team SMT LT		
5.7. Complete department level evaluation of the impact of the ELA and math programs on student achievement and performance with recommendations for mid-course revisions.	7,8	Mid-Sept. 2011 & then every 2 weeks.	MIHS Principals ALC Principals Team Leaders		
STRENGTHENING INSTRUCTION FOR ALL STUDENTS 6. **Align and integrate the Common Core State Standards (CCSS) into the 9-12 ELA and math curriculum to increase students' reading, math and written language skills using standardized test data (e.g. WKCE, MAP, pre-ACT, ACT, READ 180, Carnegie math) and classroom performance indicators, to determine student academic progress.**	7	Aug. 2011 & ongoing	MIHS Principals ALC Principal ELA teachers Math teachers	$46,965	

	IX. SCHOOL PLAN (cont'd.)				
Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
6.1. Complete the alignment of the Wisconsin Model Academic Standards for English Language Arts and Mathematics with the CCSS for English Language Arts & Literacy and Mathematics; include an alignment to the College and Career Readiness Standards. Conduct a critical comparison to identify gaps and overlaps between standards.	7	Aug. 2011	MIHS Principals ALC Principal ELA teachers Math teachers		
6.2. Identify similarities/differences by a) specific strands, b) domains, c) requirements by grade level and courses.	7	Aug. 2011 & every 2 months	ELA teachers Math teachers		
6.3. Identify and integrate new CCSS into time and content grids by course and grade level.	7	Aug. 2011 &quarterly	ELA teachers Math teachers		
6.4. Provide and embed additional and updated curricular and instructional materials, supplies and equipment to create rigorous instructional teaching lessons and units.	7	Nov. 2011 begin & quarterly	MIHS Principals Core content area teachers		
6.5. Provide professional development for MIHS teachers to transition to the Common Core State Standards.	4,7	Aug., Oct., 2011 & ongoing	PD providers		
7. Implement the aligned and rigorous curriculum on each ELA and math teacher's time and content grid with high model fidelity, to increase students' reading, math and written language skills as measured through standardized test data (WKCE, MAP, pre-ACT, ACT, READ 180, Carnegie math) and classroom benchmark performance measures.	13	Sept. 2011 begin obs. & ongoing	MIHS Principals ALC Principal MIHS Teachers	$58,700	
7.1. Increase the amount of time principals have to conduct walk-throughs and evaluations in the ELA and math classrooms.	13	Sept: 2011 schedule	MIHS Principals ALC Principal		
7.2. Create a walk-through rubric designed by the principals in collaboration with the ELA and math Teacher Leaders, to serve as both a process and tool for the continuous improvement of instruction.	13	Aug. 2011	MIHS Principals ALC Principal Team Leaders		

		IX. SCHOOL PLAN (cont'd.)			

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
7.3. Develop a walk-through protocol that includes the following elements: a schedule, criteria-based walk-through rubric, focused conversations with ELA and math teachers and data that will be collected and reviewed.	13	Aug. 2011	MIHS Principals ALC Principal		
7.4. Conduct administrative walk-throughs in the ELA and math classrooms to examine the curriculum (consistency between time and content grids and what is actually taught), delivery of instruction and to engage teachers about effective teaching.	13	Sept. 2011 begin and conduct weekly	MIHS Principals ALC Principal		
7.5. Conduct department-level classroom observations by ELA and math Teacher Leaders and provide feedback to assist teachers in the delivery of a rigorous and challenging curriculum aligned to the school improvement plan.	7	Oct. 2011 begin and conduct quarterly	ELA and math Teacher Leaders		
7.6. Provide opportunity and resources to complement/enhance the curriculum through additional activities (e.g., Readers' Theatre, Accelerated Reading) and teaching materials (e.g., graphing calculators, instructional software).	7	Sept. 2011 begin & ongoing	ELA and math teachers		
8. Increase the rigor of the science curriculum to increase student interest, participation and success in STEM courses and careers.	7	June 2011 begin & ongoing	MIHS Principals and vendor	$101,514	
8.1. Strengthen the science curriculum to prepare students to develop inquiry-based strategies, apply quantitative skills and understand complex science concepts needed for advanced and expanded science courses/field of study.	7	Sept. 2011 & ongoing	Science teachers		
8.2. Provide lab and field investigation activities to complement required reading, to develop student's skills in specific techniques and procedures required for advanced placement science courses.	7	Oct. 2011 & ongoing	Science teachers		

	IX. SCHOOL PLAN (cont'd.)				
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
8.3. Provide opportunities and experiments to strengthen students' ability to analyze and interpret data, create statistical and graphical presentations, communicate about observations and draw meaningful conclusions.	7	Oct. 2011 & ongoing	Science teachers		
8.4. Upgrade and refurbish the existing science labs in two classrooms to promote and enhance the teaching of advanced curricula with a focus on adding an AP science course to the curriculum, as student interest and skills in STEM courses emerge.	7	June & July 2011	MIHS Principals Vendors		
9. Initiate a college-readiness curriculum, instruction and assessment to increase student participation and performance on the ACT.	7	Fall 2011	MIHS Principals ALC Principal	$25,715	
9.1. Review, explore and investigate the ACT Quality Core curriculum program.	7	Fall 2011	Principals ELA/math tchrs		
9.2. Provide professional development (online and on-site) for selected components of the ACT Quality Core curriculum program.	4,7	Fall 2011	PD provider(s)		
9.3. Align ELA and math curricula and assessments to key essential skills that will be measured using the College and Career Readiness Standards.	7	Fall 2011	Principals ELA/math tchrs PD provider(s)		
9.4. Administer the EXPLORE and PLAN test to all 9th and 10th grade students, respectively. Conduct a curriculum calibration analysis utilizing the student data from these standardized assessments.	7	Nov. 2011	MIHS Principals ALC Principal		
9.5. Administer the Practice ACT test to 11th grade students interested in taking the ACT. Conduct a curriculum calibration analysis utilizing the student data from this standardized assessment.	7	Nov. 2011	MIHS Principals ALC Principal		
9.6. Provide assistance to all 11th and 12th grade students who are interested in taking the ACT.	7	Ongoing	Menominee Model teachers		
9.7. Identify Quality Core units that will be piloted in one ELA and in one math class.	7	Dec. 2011	MIHS Principals ELA/math tchrs		
9.8. Pilot a Quality Core unit in one ELA class and in one math class.	7	Feb. 2012	ELA teacher Math teacher		

			IX. SCHOOL PLAN (cont'd.)		

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
10. Restructure and reschedule time in the school day to provide more planning, collaboration and professional development time for teachers to increase their efficacy in raising student achievement.	2	Aug. 2011 set master schedule	MIHS Principals	Local Funds	
10.1. Create common planning time for the ELA and math departments and for the Freshman Academy team.	2	Aug. 2011	MIHS Principals Guidance dept		
10.2. Provide time in the school day for Teacher Leaders to perform coordination activities and instructional coaching.	2	Aug. 2011 schedule & weekly	MIHS Principals		
10.3. Schedule an extended time for the PBM Team and Leadership Team to meet after school to review student data and make recommendations for the continuous improvement of instruction.	2	Sept. 2011 & monthly	MIHS Principals ALC Principal		
10.4. Schedule full day teacher in-services and eliminate half-day teacher in-services to maximize the training experience and reduce disruptions to the school day.	2	Aug. 2011 schedule & ongoing	MIHS Principals		
10.5. Schedule a common day each quarter for transition teams to plan (e.g., between schools, school-community, administrators across schools).	2	Aug. 2011 schedule & quarterly	W. Waukau MIHS Principals ALC Principal		
10.6. Develop additional strategies for restructuring and rescheduling time in the school day to address needs as they are identified.	2	Summer 2011	MIHS Principals LT PBM Team		
11. Increase the use of technology-rich resources aimed at improving instruction and student learning.	7	July 2011 begin & ongoing	Principals IT Director	$123,950	
11.1. Provide iPad and Smart Board training for staff.	7	July 2011	Principals IT Director		
11.2. Integrate the use of Smart Board technology into the ELA, math and science curriculum.	7	Sept. 2011 & ongoing	ELA, math and science tchrs		
11.2. Provide training for two MIHS teachers to be Smart Board Certified Lesson Developers.	4, 7	Oct. 2011	Principals PD Providers		

IX. SCHOOL PLAN (cont'd.)

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
11.3. Integrate the use of iPads into the ELA and science curriculum with classroom teachers who have interest and skill in technology.	7	Feb. 2012	ELA teacher Science teacher		
12. Expand and deepen the Menominee Indian High School's integrated cultural model of teaching and learning to increase the relevancy of the curriculum to high school student's Native American life, culture and future, to increase student engagement and attendance.	7	July 2011 begin & ongoing	Cultural Resource Specialist	$35,595	
12.1. Hire a part-time Menominee Indian Cultural Resource Specialist to develop cultural units that will be integrated into the core content curriculum, to increase student interest and academic engagement.	7	July 2011	Cultural Resource Specialist		
12.2. Provide school-family-community events/activities around the four Menominee Indian tribal feasts: Wild Ricing, Storytelling, Maple Sugaring and the Sturgeon Feast to: ▪ increase student engagement. ▪ build a stronger experiential learning. base and connection to the curriculum. ▪ build stronger connections to families. and community in the Menominee Tribe	7	Sept. 2011, Jan., April, 2012	Cultural Resource Specialist		
12.3. Extend and connect the learning experience into the curriculum through each student's Professional Portfolio that includes: ▪ community and leadership projects. ▪ Menominee culture and wisdom. ▪ learning goals and goal setting. ▪ personal resources. ▪ community participation. *Note: Each MIHS student has a student-generated portfolio called a Professional Portfolio. This Portfolio contains each student's "future picture," academic, personal/cultural and career goals, resources/supports to help them meet their goals and activities/experiences that will contribute to their personal and academic development.*	7	Sept. 2011 begin & ongoing	Cultural Resource Specialist MM team		

		IX. SCHOOL PLAN (cont'd.)			
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
LEARNING SUPPORTS **(addressing barriers to learning and development)** *Supplements to Instruction* **13. Expand READ 180 services to provide assistance for more students (not only those scoring the minimal/basic areas of performance or those students in special education classes) throughout the school year, to increase students' reading skills.**	8	Sept. 2011 begin & ongoing	READ 180 certified trainers	$23,860	
14. Provide more students with supplemental math instruction throughout the school year utilizing the Carnegie Learning Adaptive Software, to increase students' math skills.	8	Sept. 2011 begin & ongoing	Math teachers	Local Funds	
15. Increase the consistency of the implementation of the PBIS behavior plan in every classroom to maximize the predictability of appropriate behavior, to improve student attendance and behavior.	8	June 2011 begin & ongoing	MIHS Principals ALC Principal PBM Team	$22,000	
15.1. Develop a timeline for the implementation of Tier I/Universal PBIS system and practices to include roles and responsibilities of all stakeholders.	8	June 2011	MIHS Principals ALC Principal PBM Team		
15.2. Review and utilize student data (e.g., discipline referrals, suspensions, expulsions) to identify three universal behavior expectations for the school.	8	June 2011	MIHS Principals ALC Principal PBM Team		
15.3. Develop cool tools around the three PBIS universal behavior expectations.	8	June 2011	PBM Team MIHS students		
15.4. Host a "kick-off," for MIHS staff and parents using PBIS cool tools.	8	Aug. 2011	Principals PBM Team		
15.5. Develop lesson plans around the three PBIS universal behavior expectations.	8	Sept. 2011/ quarterly	Principals MIHS teachers		

	IX. SCHOOL PLAN (cont'd.)				
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
15.6. Review and analyze student behavior data and make revisions to the plan as needed.	8	Oct. 2011 & monthly	MIHS Principals ALC Principal PBM Team		
15.7. Provide acknowledgements as part of the PBIS program/plan, incorporating the use of suniyan cards *(Menominee name given for cards students earn for good behavior that are exchanged for tangibles)* to reward and encourage positive student behavior. These will include long term loan of educational technology tools used for educational purposes, educational software, educational games and other tangibles of education value.	8	Sept. 2011 & ongoing	MIHS teachers ALC Principal PBM Team		
16. Restructure time during the school day to provide additional instructional assistance for struggling students to increase their reading, written language and math skills.	9	Aug. 2011 schedule	MIHS Principals Guidance dept.	Local Funds	
16.1. Increase instructional time spent on math for targeted 9th and 10th grade at-risk students by double-blocking math instruction. The first period is for instruction; the second period is for remediation and "catch-up."	9	Sept. 2011 & ongoing	MIHS Principals Guidance dept. Math teachers		
16.2. Reconfigure the ELA courses so that a "catch-up" class is created at each grade level for students who fall behind in the curriculum due to attendance issues or skill deficiencies.	9	Sept. 2011 & ongoing	MIHS Principals Guidance dept. ELA teachers		
16.3. Restructure Kanaepauhkam *(Menominee name for wise or learned)* resource time to provide students with individual attention and academic assistance.	9	Sept. 2011 & ongoing	MIHS Principals MIHS teachers		
17. Expand the services offered in the after school programs to include more tutorial assistance and supervision.	9	Aug. 2011 begin & ongoing	MIHS Principals	$73,055	
17.1. Hire a supervisor who will oversee and manage the various after school programs to increase their impact on student achievement.	9	Aug. 2011	MIHS Principals		

	IX. SCHOOL PLAN (cont'd.)				
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
17.2. Provide after school tutoring at the High School site and at various locations in the tribal community. Compensate ELA, math and other certified teachers to provide tutoring for students in need of assistance or remediation.	9	Sept. 2011 begin & then weekly	MIHS Principals MIHS staff		
17.3. Identify students in good academic standing who will provide tutoring in the after-school program. Provide acknowledgements for the student tutors as part of the PBIS program.	9	Oct. 2011 begin & ongoing	MIHS Principals Selected MIHS staff Student tutors		
Family Supports and Involvement					
18. Provide training and support for parents of students with high-risk behaviors to increase their attendance and course completion rate.	11	Aug. 2011 begin & ongoing	MIHS Principals Coordinator	$63,465	
18.1. Make home visits to families of at-risk students, before and during the school year, to strengthen the school-home connection.	11	Summer 2011	MIHS staff		
18.2. Hire a coordinator who will organize activities, provide training and be a supportive ally for selected parents of high-risk students with chronic absenteeism.	11	June 2011	MIHS Principals		
18.3. Recruit and identify parents of high-risk students who will participate in the program.	11	Sept. 2011	MIHS Principals Coordinator		
18.4. Plan and provide parent training on topics relevant to their cultural, personal and family needs. Provide meals/food and materials.	11	Oct.-Dec. 2011	MIHS Principals Coordinator		
18.5. Provide supportive and ample opportunities for parents to engage in meaningful activities to support their student's education (e.g., reviewing and discussing their student's Professional Portfolio, assisting in school functions and activities) and to develop positive relationships between the school and family.	11	Jan.-May 2012	MIHS Principals Coordinator		
18.6. Provide acknowledgements for parents for their positive behaviors of engagement and support.	11	Ongoing	MIHS Principals Coordinator		

	IX. SCHOOL PLAN (cont'd.)				

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
19. Increase the level of parent and community involvement in career and college-prep activities to increase the college readiness of MIHS students as evidenced by their ACT participation and ACT composite/benchmark scores.	11	Oct. 2011 begin & ongoing	MIHS Principals ALC Principal Menominee Model (MM) team	$29,710	
19.1. Provide career and college-prep activities that will tie families and students together in the planning process (e.g., researching and reviewing college and financial aid information, student-parent college visits/tours, ACT student-parent breakfasts on day of the exam).	11	Oct. 2011 begin & ongoing	MIHS Principals ALC Principal MM team		
19.2. Invite tribal and other community based organizations/ agencies to speak on a forum of topics related to career and college readiness.	11	Nov. 2011 begin & ongoing	MIHS Principals ALC Principal MM team		
Community Partnerships					
20. Increase the scope and depth of the work begun by the Community Engagement Team aimed at improving student attendance.	11	Oct. 2011 begin	W. Waukau	$15,000	
20.1. Contract with an external consultant to facilitate the community engagement meetings.	11	July 2011	W. Waukau		
20.2. Conduct four school-community planning meetings to collaborate on ways to increase student attendance using the Community Engagement Grid, a grid with multiple interaction points of engagement framed around the County Health Rankings.	11	Oct. 2011 begin & quarterly	W. Waukau		
20.3. Increase tribal and county agency/organization participation in community engagement meetings.	11	Oct. 2011 begin & quarterly	W. Waukau		

	IX. SCHOOL PLAN (cont'd.)				
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
Student Leadership					
21. Provide leadership development experiences and opportunities for students to increase their active school engagement.	8	Sept. 2011 begin & ongoing	MIHS Principals ALC Principal	$10,000	
21.1. Provide Student Council members leadership opportunities and training to enhance their role and responsibilities.	8	Sept. 2011 begin & ongoing	MIHS Principals ALC Principal		
21.2. Provide student leaders opportunities to become involved in their school and community through participation in clubs, teams, leadership projects and extra curricular projects.	8	Sept. 2011 begin & ongoing	MIHS Principals ALC Principal		
21.3. Provide student leadership development opportunities through retreats, conferences and other facilitated experiences.	8	Jan. 2012 begin & ongoing	MIHS Principals ALC Principal		
21.4. Provide materials and supplies to support student leadership activities/events and to honor student achievement.	8	Oct. 2011 begin & ongoing	MIHS Principals		
Transitions (before and after school programs to enrich learning and school engagement, school-to-career programs/services, transition between schools)					
22. Strengthen, expand and individualize the delivery of transition services for incoming 9th grade students as they transition between schools to increase their attendance, achievement and course completion rate.	8	Aug. 2011	MIHS Principals Freshman Academy tchrs	$48,885	
22.1. Provide professional development and training for the Freshman Academy team to strengthen curricular and instructional practices.	8	June 2011 begin & ongoing	MIHS Principals		
22.2. Provide a summer school course for incoming 9th grade students with curriculum and activities designed to help them transition into high school.	8	Aug. 2011	MIHS Principals		
22.3. Provide parent-community activities with a focus on 9th grade transition.	8	Aug. 2011	MIHS Principals ALC Principal		

	IX. SCHOOL PLAN (cont'd.)					

Current Year Activities	Model Requirement Number	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
23. Expand and individualize the delivery of school-to-career transition services for students in grades 9-12 through the Menominee Model (MM) of Transition to increase students' college and career readiness skills.	8	July 2011 begin & ongoing	MIHS Principals	$127,000	
23.1. Hire two Getting Ahead trainers to facilitate and integrate components of the Getting Ahead curriculum into the 11th and 12th grade Getting Ahead/Future Finance classes. Provide supplies and materials.	8	July 2011	MIHS Principals ALC Principal MM Team		
23.2. Extend career and college prep support for students (e.g., filling out college applications and financial aid, creating a resume, securing resources) through the after-school Circles of Support club.	8	Oct. 2011 begin & ongoing	MIHS Principals ALC Principal MM Team		
23.3. Expand and provide site visits to technical colleges and four-year campuses where students will explore educational pathways and engage in on-campus student life activities (e.g., events held at the Weidner Center). Include parents on the campus visits.	8	Nov. 2011, Jan., March, & May, 2012	MIHS Principals ALC Principal MM Team		
23.4. Create school-site projects for students that simulate real work experiences to help students learn/apply skills necessary for the work force and to provide experiences related to their career interests. Provide needed resources/materials.	8	Feb. 2012	MIHS Principals ALC Principal MM Team		
23.5. Strengthen and expand service-learning opportunities for students.	8	Nov. 2011 & ongoing	MIHS Principals ALC Principal		
23.6. Build linkages and support among community businesses to provide on-the-job training opportunities for students in the Menominee Model transition program.	8	Feb. 2012	MIHS Principals ALC Principal MM Team		
23.7. Track and report student data (e.g., job sites, ACT participation, ACT composite scores, enrollment in 2-yr or 4 yr colleges) to evaluate program and student progress.	8	Jan. and May 2012	MIHS Principals ALC Principal		

		IX. SCHOOL PLAN (cont'd.)			
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
24. Expand the number of student clubs (particularly those with an academic focus) to increase student engagement and attendance.	8	Sept. 2011 begin & ongoing	MIHS Principals Club Advisors	$19,750	
24.1. Expand academic and music student clubs to serve as an extension of their educational programs (e.g., Rocket Club, Circles of Support club) to foster student interest, develop skills and deepen their involvement in specific areas of career/college-prep interests.	8	Sept. 2011 begin and ongoing	MIHS Principals ALC Principal Club Advisors		
24.2. Expand the activities of the existing clubs to: ▪ increase student engagement of targeted students (e.g., those who are not in any clubs/ those with high rate of truancy). ▪ increase relational learning needed for students to make meaningful connections to school. ▪ increase personal skills needed for success in school and in the workforce.	8	Sept. 2011 & ongoing	MIHS Principals ALC Principal		
TEACHER AND PRINCIPAL PERFORMANCE **25. Research and review new teacher/principal evaluation systems.**	13	May 2011 begin	BOE and Administrators	$10,000	
25.1. MISD District Administrator will enter into discussions with the MISD Board of Education regarding the need to adopt a new teacher and principal evaluation system and tool at MIHS which will be applied district-wide.	13	May- Dec. 2011	BOE and District Administrator		
25.2. Develop a team to review the most effective and research-based teacher and principal evaluation model and system. Provide opportunity for the team to research models and attend relevant trainings.	13	May 2011 begin & ongoing	MISD Administrators		
25.3. Contract with selected external consultants or agencies to provide information, training and/or assistance on a viable system for teacher and principal evaluation.	13	July 2011 begin & ongoing	MISD Administrators		

		IX. SCHOOL PLAN (cont'd.)			
Current Year Activities	**Model Requirement Number**	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
OTHER **26. Provide training, opportunities for site visits to other schools with exemplary programs, and other professional development experiences for MISD administrators, MISD Board of Education members and other school leaders.**	4	May 2011 and ongoing	MISD BOE W. Waukau	$15,000	
27. Provide compensation for a grant coordinator who will be responsible for the planning, organizing and coordination of all tasks related to the development and implementation of the grant.	2,4,7,8,9,10	July 2011 issue contract	W. Waukau	$47,786	
28. Provide compensation for administrators for grant activities and responsibilities performed beyond contracted time (e.g., week-ends, holidays, and before/after school hours) to include SIG planning meetings, data analysis, SIG monitoring/evaluation meetings, phone conferences and contacts with external providers, conferences, workshops and trainings related to grant goals, objectives and activities.	2,3,4,5,7,8,9, 11,12,13	July 2011 issue contract for additional services	MISD Board of Education	$44,734	

X. LEA CAPACITY

If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

Not applicable

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

For each Tier I and Tier II school, describe the actions the LEA has taken, or will take, to:

i.   Recruit, screen, and select external providers, if applicable, to ensure their quality.

All external providers have a proven track record of success, have models/services that are aligned with MIHS's improvement plan and are research-based. Three of the four external providers have been working with MISD over the last six years.

Since 2005, aha! Process has also been providing training and technical assistance to all MIHS teachers in the areas of curriculum, instructional strategies, relational learning, progress monitoring, benchmark assessments and transition services. aha! has also provided training and technical support for employers, organizations and agencies within the community on strategies to assist families in building their personal resources. In this improvement plan, aha! consultants will work with the ELA and math departments to align curriculum and to build instructional leadership among the Team Leaders. Other aha! consultants will work with the Menominee Model (transition) team and the community to expand existing programs and services.

During the past six years, Dr. William Swan has provided technical assistance in the areas of needs assessments (including coordinating the District's Self-Assessment process), leadership development, positive behavior management programs, program planning, action planning, data-based decision making, monitoring of student achievement/improvement efforts and provided a third party perspective on improvement efforts both district-wide and school wide. In this improvement plan, he will be working with the SIG Monitoring Team to set up an effective performance monitoring system using the logic conceptual framework model.

Over the past year, MIHS has been receiving training on the PBIS system through their local Cooperative Educational Service Agency. Technical assistance and support will continue to be provided through these local service providers for Universal/Tier I Team Training, Tier II Interventions and Coaches Networking meetings.

Consultants and services from ACT, Inc, will be new to the project. ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first year courses at a postsecondary institution (e.g., 2-year or 4-year colleges, trade schools, technical schools) without the need for remediation. ACT's definition of college and career readiness was adopted by the Common Core State Standards Initiative and provides a unifying goal upon which educators and policymakers now must act (ACT, Inc 2010).

ii. Align other resources with the interventions.

The school improvement plan expands on existing programs implemented over six years and funded through local, State and Federal resources such as Title I, Rural and Low-Income School Achievement Grant, Title VII, IDEA, Coordinating Early Intervening Services and other local efforts. Allocation of school funds are aligned to district and school improvement plans so there is a high degree of coordination between all grants/funds.

Fiscal, in-kind contributions and community partnerships provide attributable and verifiable resources to this plan. For example, the Menominee Indian School District has a close and ongoing alliance with College of Menominee Nation. The College will bring the resources to the school improvement plan that is needed to accelerate high school students' college and career readiness skills. Their partnership will provide 1) highly qualified teaching faculty, 2) collegiate instruction to high school students during regular school hours and 3) access to college resources, facilities and services. These services have a direct impact on the college-prep goals and objectives of this plan.

XI. LEA SUPPORT FOR SCHOOL IMPLEMENTATION

iii.   Modify its practices or policies (such as schedules, structures, teacher contracts, etc.), if necessary, to enable its schools to implement the interventions fully and effectively.

School Plans and Schedules: Menominee Indian High School administration and teachers have already started the planning process to establish schedules and strategies that provide increased learning time. Using the logic model conceptual framework to organize and describe their group and team work, the staff worked diligently on an inservice day to map out implementation strategies listed and described below.

- Provide full day teacher inservice days instead of half-days. This practice will optimize the professional development experience for teachers and will reduce the distraction and interruption to the instructional school day and learning time.
- Revise the procedure for administering MAP assessments. Classroom teachers will administer MAP assessments to minimize the amount of time it takes for all students to complete the test.
- Revise the WKCE testing schedule to provied for a more efficient and effective manner to administer the test.
- Schedule parent-teacher conferences for a full day and an evening. Eliminate the half-day parent conferences to reduce distractions and disruptions to the instructional day.
- Schedule more students in the Kanaepauhkam (wise/learned) resource period so more staff are available for academic coaching and advising.
- Revise the lunch/resource period schedule and supervison. The new schedule will allow for department and grade-level common planning time and an academic coaching period.
- Schedule more common planning and collaboration time for the Leadership Team, the Postive Behavior Management Team and for team meetings to review and analyze student data.

Teacher and Administrator Contracts: As part of strengthening the leadership culture, supplementary contracts will be given for teachers who take on increased responsibilites (e.g., Teacher Leaders, Student Adviors) and roles to support student learning and success. Administrators will also be given compensation for the increased time they spend beyond their contracted time for program evaluation and planning.

Evaluation of Current Practices and Policies: MIHS's school improvement planning process includes focused discussions with key stakeholders regarding the impact of several school-wide practices and policies on student achievement. In the first year of the project the grading policy will be reviewed and revised as needed, to make it more meaningful and effective.

Discipline Procedures: PBIS Tier I universal practices will be implemented in the first year of the project. This sytem is designed to 1) establish a clear set of behavioral expectations for clasroom/non-classroom settings, 2) procedures for teaching expected behaviors and 3) establishg procedures for on-going monitoring and evaluation.

iv.   Sustain the reforms after the funding period ends.

Menominee Indian High School's improvement plan is embedded into the District infrastructure, anchored in policy, procedure and internal/external resources to support change. This infrastructure is institutionalized in the leadership culture, developed over the last six years as the District implemented bold, systemic changes needed for school reform. These changes utilize a comprehensive, multi-faceted and cohesive (integrated) approach to school improvement with shifts in school policy. The transformative power lay in its focus on student achievement, the human cornerstone of the District's reform efforts. Resources from this grant will be used to scale-up the school's existing reform efforts/programs that have been proven effective in raising student achievement.

Targeted funds and resources to support the continuation of this project include in-kind services, community partnerships, and the redirection of existing locally controlled funds to include Title I, Rural, Low-Income School Achievement Program Grant, Individuals with Disabilities Education Act and Coordinating Early Intervening Services. The strong partnership that MISD has established with many communities and tribal organizations will remain long after the grant expires. These partnerships will significantly contribute to the expansion and sustainability of the project's purposes, benefits, and activities.

XII. LEA CONSULTATION WITH STAKEHOLDERS

XII. LEA CONSULTATION WITH STAKEHOLDERS

Describe the LEA's consultation, as appropriate, with relevant stakeholders regarding the application and implementation of school improvement models in its Tier I and Tier II schools.

MISD Board of Education
The decision-making process and support for the Transformation Model begins with the MISD Board of Education (BOE). In January 2011, the MISD BOE and the District Administrator, Wendell Waukau, carefully reviewed and discussed the merits of each school improvement model. They selected the Transformation Model because of its solid alignment with the existing school improvement efforts/programs/initiatives that have been proven effective in increasing student achievement over the last six years. The BOE determined the Transformation Model would provide the needed resources to scale up these efforts.

MISD Administrators
Because of the impact this model would have on district-wide policies and practices, all MISD administrators were brought into the discussion. After identifying several overarching focus areas, the District Leadership Team, comprised of all school principals, the Director of Special Education and the District Administrator, met on two different occasions and established preliminary district-wide activities that would support the High School's reform efforts in the following areas: PBIS, Rti, 8th grade transition, curriculum, instruction and assessment, technology, SWIS/Skyward data system and a teacher/principal evaluation system.

MIHS Administrators
A series of planning meetings were held between the MIHS Principal, Freshman Academy Principal, the principal of the Adult Learning Center (an extension of the High School which provides alternative programming for students in grades 9-12), the District Administrator and the grant coordinator. A timeline for the SIG application was created that included intensive adminstrative planning. The SIG planning process was given priority amid other administrative demands. The team met on seventeen separate days, logging over 275 collective hours devoted to reviewing data, formulating ideas, developing scale-up activities and developing the budget.

MIHS Administrators and Teachers
The promise of change is clearly evident by the new leadership roles and initiative that MIHS staff has taken in formulating implementation strategies for the school improvement plan. Their heightened role of involvement was a slow evolving process that emerged over several weeks as the school improvement plan began to take shape through the following planning process/timeline.
  -- December 2010: The District Administrator and High School Principals met with the ELA and math departments to explain the provisions of the Transformation Model and their expected role in increasing student achievement and performance.
  -- January 2011: MIHS Principals sent out information to the staff on the eleven required activities in the Transformation Model. Teachers were asked to submit their ideas/strategies for review/consideration. Several teachers responded.
  -- February 15, 2011: MIHS Principals sent all staff the following information to guide their planning process: longitudinal data, SIG goals, focus areas and a planning worksheet. All staff was expected to review the information and provide ideas/strategies. Teachers were given the option of sharing their ideas individually or participating in a collaborative planning meeting scheduled for February 25th. More ideas/strategies were shared by individual teachers.
  -- February 25, 2011: Teachers collectively exchanged ideas around the following focus areas: 1) curriculum, instruction and assessment, 2) restructuring the school day/scheduling, 3) 8th grade transition, 4) technology, 5) professional development, 6) student leadership/engagement, 7) family and community engagement, 8) data-based decision making and 9) teacher evaluation. There was more engagement and collective decision-making during this process, generating more ideas.
  -- February 28, 2011: Principals met with the Instruction Technology Director to generate ideas on integrating 21st century learning into the curriculum.
  -- March 3, 2011: The ELA and math departments met with the High School Principal to provide school improvement strategies, specific to their respective departments. They included the following:
    - ELA: Expanding the READ 180 program, aligning ELA courses to career and college readiness skills (ACT prep) and integrating technology.
    - Math: Expanding the Carnegie math supplemental program, extending the instructional period for 9th grade and targeted 10th grade students, increasing the academic rigor and integrating technology.
  -- March 4, 2011: An intervention idea for parents of high-risk students (for students with chronic absenteeism) that integrates culture, incorporates training and provides support was created by a Menominee Indian teacher and discussed with the Principal.
  -- March 18, 2011: All teachers met during the half-day inservice to start preliminary action planning around the following seven focus areas using the logic model, a framework for program planning and evaluation: 1) scheduling (e.g., common planning time, clubs, resource period, honors study hall, tutoring/skills lab), 2) family/community engagement, 3) 8th grade transition, 4) Readers Theatre/Clubs, 5) Menominee Model of Transition, 6) PBIS/cool tools and 7) science - increasing the rigor and preparing for AP courses). Teachers engaged in powerful dialogue around issues of school improvement and took a lead role in producing very detailed implementation plans around each focus area - all designed to increase student achievement and performance. Academic optimism was prevalent.

XIII. LEA MONITORING PLAN

Detail the LEA's plan for ensuring that all funded Tier I and Tier II schools are on schedule in implementing the selected reform model.

Goal: **To ensure timely and effective implementation of one of the federal reform models in all funded Tier I and Tier II schools.**

LEA's Monitoring Activities	Timeline for Activities	Person(s) Responsible	SIG Funds Requested	Progress *Complete for Interim and End-of-Year Reports*
The logic model will be used as a framework for program evaluation. *NOTE: SIG Monitoring Team (SMT) will include W. Waukau, L. Shawanokasic, P. Schwaller, D. Hinkfuss, M. Wittrock, B. Swan, ELA Teacher Leader, Math Teacher Leader and others yet to be identified.* *Stakeholders* 1. Identify members of the SIG Monitoring Team to include administrators, the grant coordinator, Teacher Leaders, parent and community representatives and others as deemed necessary.	June 2011	W. Waukau MIHS Principals ALC Principal	Local funds	
Focus 2. Prepare a chart with the grant timelines to include all major activities of the grant and the timeframe in which they are to be initiated and completed.	May 2011	M. Wittrock	$1,000	
2.1. Review and track each event/activity on the timeline to determine if the implementation plan is on schedule, at each SIG monitoring meeting.	June 2011 begin & monthly	SMT		
2.2. Identify the problem if any event/activity is delayed or behind schedule and make corrections/adjustments, as needed.	June 2011 begin & monthly	SMT		
3. Identify the resources, contributions, and investments that will go into building a solid evaluation plan and process.	June 2011	SMT	$1,000	
4. Establish the SIG Monitoring Team schedule to review and analyze data. Incorporate the time and effort it will take for each step of the feedback loop.	June 2011	SMT	$1,000	

	XIII. LEA MONITORING PLAN (cont'd.)			
LEA's Monitoring Activities	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
5. Identify leading indicators of success in the school improvement plan to include the following student data: • WKCE reading and math performance • MAP reading and math performance • Attendance/truancy • Suspensions • Graduation rate • ACT participation • ACT performance • READ 180 performance • Carnegie math performance • Grades • Course completion rate • Promotion rates	June 2011	SMT	$2,000	
6. Identify expectations and the anticipated impact technical assistance providers will have on: • Teacher and principal performance. • Student performance. • Organizational goals.	June 2011	SMT	$2,000	
7. Identify assumptions and external factors that impact school improvement goals/objectives.	June 2011	SMT	$1,000	
Collect, analyze and interpret data 8. Identify data bases and method for obtaining data.	August 2011	SMT	$1,000	
9. Establish a schedule for monthly, quarterly, semester and annual collection of data.	August 2011	SMT	$1,000	
10. Identify person(s)/teams responsible for monthly, quarterly, semester and annual review of data and related reports.	August 2011	SMT	$1,000	
11. Process, analyze and interpret critcial data and leading indicators on student performance, on a monthly, quarterly, semester and annual basis. • Monthly data: within 3 days of end of month	Sept. 2011 begin & ongoing Sept. 2011	SMT MIHS Principals	$20,000	

	XIII. LEA MONITORING PLAN (cont'd.)			
LEA's Monitoring Activities	**Timeline for Activities**	**Person(s) Responsible**	**SIG Funds Requested**	**Progress** *Complete for Interim and End-of-Year Reports*
	begin & monthly	ALC Principal		
• Quarterly data: within 5 days of end of quarter	Oct. 2011, Jan., March, May 2012	SMT		
• Semester data: within 5 days of end of semester	Jan., May 2012	SMT		
• Annual data: within 8 days of end of year	May 2012	SMT		
12. Process, analyze and interpret critical data on technical assistance providers on a quarterly, semester and annual basis. • Evaluate the performance of technical assistance providers on the identified key outputs. • Make decisions to continue or replace their services based on this review.	Oct. 2011, Jan., March, May, 2012	SMT	$7,000	
Feedback loop 13. Share findings and lessons learned with identified stakeholders.	Oct. 2011, Jan., March, May 2012	SMT	$1,000	
14. Use the data to determine next steps.	Oct. 2011, Jan., March, May 2012	SMT	$1,000	

	XIV. BUDGET DETAIL		

Grant Period	LEA	Project No. *For revisions only*
5/1/2011 – 6/30/2012	Menominee Indian High School	

1. Personnel Summary (100s-200s)

List all employees to be paid from this project. Do not include contracted personnel employed by other agencies in this section. If a vacancy exists which will be filled, indicate "vacant."

a. Name	b. Position/Title	c. Project FTE *Indicate Percent*	d. Date(s) Service to be Provided	e. Total Costs Salary	Fringe
All MIHS staff (collective hours) (summer wk and after-school hrs)	Curriculum, instruction, assessment		6/1/2011 — 6/30/2012	$118,975	$22,188
MIHS staff (teaching and non-teaching) - 40 / FTE = .06 each	Oskineniw Student Advisors		9/1/2011 — 5/30/2012	$80,000	$14,920
MIHS Teacher (4 Core/1 Noncore) (5) FTE = .10 each	Teacher Leaders		7/1/2011 — 6/30/2012	$15,000	$2,798
Coordinators (2) - to be determined 2 staff = .40 each	Parent At-Risk Program/After School		7/1/2011 — 6/30/2012	$30,000	$5,595
MIHS Teachers (6) 4 staff = .20 each / 2 staff = .10 each	After school tutors		9/1/2011 — 5/31/2012	$38,143	$7,113
Paula Fernandez	Cultural Resource Specialist	.60	7/1/2011 — 6/30/2012	$30,000	$2,300
MIHS staff - to be determined (6) Each Student Club Advisor = .02	Student Club Advisors		9/1/2011 — 6/30/2012	$4,200	$783
Kate Mikle - MIHS Getting Ahead & Menominee Model of Transition	Facilitator and Coordinator	1.00	7/1/2011 — 6/30/2012	$42,000	$30,100
Terry Brooks - MIHS Getting Ahead and Student Job Coordination	Facilitator and Coordinator	.75	7/1/2011 — 6/30/2012	$25,000	$1,913
MIHS/MIMS teachers (4) Each tchr = 32 hours, for 1 wk (FTE=.03)	Summer school - 9th gr transition		—	$4,238	$790
Marcia Wittrock	Grant Coordinator	.60	5/1/2011 — 6/30/2012	$40,275	$7,511
District Administrator and Principals - add'l time beyond contract	Dist. Adm (1) Principals (3)		—	$37,702	$7,032
			—		
			Totals	$465,533	$103,043
			Total Salary & Fringe**	$568,576	

** All project totals must equal salary and fringe totals on budget summary page.

XIV. BUDGET DETAIL (cont'd.)		

Grant Period	LEA	Project No. *For revisions only*
5/1/2011 – 6/30/2012	Menominee Indian High School	

2. Purchased Services Summary (300s)

a. Type of Service Purchased	b. Date(s) Service to be Provided	c. Specify Agency/Vendor or Supplier *If Known*	d. Total Costs
Substitute Teachers	2011- 2012 — Ongoing	Kelly Services.	$30,720
PBIS Training	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$20,540
Leadership Training	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$26,491
Training in data-based decision making	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$21,500
Training for Freshman Academy	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$14,405
Curriculum development training	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$24,000
Technology training	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$15,220
Training on Teacher/Principal Eval. Tools	2011-2012 — Ongoing	Consultant fees, conference fees, meals, lodging, travel and related expenses.	$10,000
SIG preplanning conferences Denver/Chicago	2011-2012 — Ongoing	Conference fees, meals, lodging, travel and related expenses.	$8,000
Other training/conferences and site visits	2011-2012 — Ongoing	Consultant fees, conference or online training fees, travel and related expenses	$15,000
Student leadership training/conferences	2011-2012 — Ongoing	Conference fees, meals, lodging, travel and related expenses.	$5,000
ACT training/support	2011-2012 — Ongoing	ACT online professional development tools.	$29,280
Parent and student activities	2011-2012 — Ongoing	Student engagment, service learning, college-prep and at-risk initiatives.	$27,000
"Campus and the Arts" site visits	2011-2012 — Ongoing	Transportation, admisson fees & related expenses to expand academic horizons.	$20,000
Forest Island and other food vendors	2011-2012 — Ongoing	Meals/food provided at onsite/job-embedded professional development activities.	$12,900
Educational Leadership, Inc (Bill Swan)	2011-2012 — Ongoing	Technical assistance to SIG monitoring team to establish processes/procedures.	$30,000
Curriculum, Instruction and Assessment TA	2011-2012 — Ongoing	aha! Process.	$63,400
	—		
Total *Must agree with Purchase Services Total on Budget Summary*			$373,456

XIV. BUDGET DETAIL (cont'd.)

Grant Period	LEA	Project No. *For revisions only*
5/1/2011 – 6/30/2012	Menominee Indian High School	

3. Non-Capital Objects Summary (400s)

a. Quantity	b. Item Name *Include all items budgeted.*	c. Total Costs
60	Biology textbooks.	$5,000
25	Math textbooks.	$1,200
	Textbooks for English, math, science and social studies departments.	$12,000
	Math instructional materials : Smart Notebook Math Tools (5), class sets of graphing calculators, Smart Board products/software, etc.	$7,765
5	iPad Learning Lab with WiFi Pad (10 per set) / iPad 2 with WiFi (10 pack per set).	$61,000
	EXPLORE, PLAN AND ACT Practice student tests.	$2,015
	Classroom materials/supplies to strengthen curricular and instructional practices.	$10,000
	READ 180 software, new site licenses, books, etc.	$19,110
	iPads, e-readers, hand-held educational electronics and software to support and enhance the curriculum.	$19,500
	Materials/supplies for PBIS kick-off (includes flip videos).	$3,724
	Materials/supplies for student clubs and activities (multi-media, science, Native American art/music, book clubs, etc.).	$14,770
	Service-learning and entreprenership training materials/supplies needed to provide students with more authentic school-to-work experiences.	$12,500
	PBIS student acknowledgements to include educational technology (for long-term loan), educational games and other tangibles of educational value.	$38,025
	At-Risk Parent Program materials and supplies (e.g. food, books, training materials, software, acknowledgements).	$21,445
	Materials for supplemental programs/activities (e.g. supplements to instruction, transition, college-prep, family/community involvement).	$14,000
	Total **(Must agree with Non-Capital Objects total on Budget Summary)**	$242,054

| XIV. BUDGET DETAIL (cont'd.) | |

Grant Period	LEA	Project No. *For revisions only*
5/1/2011 – 6/30/2012	Menominee Indian High School	

4. Capital Objects Summary (500s)

a. Quantity	b. Item Name *Include all items budgeted.*	c. Total Costs
7	Smart Boards, projectors, document cameras, other interactive white board technology tools, and installation costs.	$14,400
	Conference table and other furniture for data room and/or special honors homeroom.	$5,000
	Equipment and casework/fixtures to update Chemistry/Biology classes (2 classrooms) for accelerated learning.	$96,514
Total **(Must agree with Capital Objects total on Budget Summary)**		$115,914

5. Other Objects Summary (900s)

a. Quantity	b. Item Name *Include all items budgeted.*	c. Total Costs
Total **(Must agree with Other Objects total on Budget Summary)**		$0

XV. BUDGET SUMMARY

LEA	Grant Period	Date Submitted		
Menominee Indian High School	Begin Date **5/1/2011**	Initial Request	First Revision	Second Revision
Project Number *For DPI Use Only*	End Date **6/30/2012**			

Budget Revisions: Submit a copy of this page, with appropriate revisions included. (Attach this to a brief letter of justification.) **Note:** Submit request at least **30 days** prior to expenditure of grant monies.

The monetary fields may not be left blank. It is necessary to enter a zero.

WUFAR Function	WUFAR Object	Amount Requested	First Revision	Second Revision
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)	4,238	0	0
	b. Fringe Benefits (200s)	790	0	0
	c. Purchased Services (300s)	30,720	0	0
	d. Non-Capital Objects (400s)	98,980	0	0
	e. Capital Objects (500s)	0	0	0
	f. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Instruction	$134,728	$0	$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development, supervision, and coordination of grant activities.	a. Salaries (100s)	383,318	0	0
	b. Fringe Benefits (200s)	87,710	0	0
	c. Purchased Services (300s)	342,736	0	0
	d. Non-Capital Objects (400s)	143,074	0	0
	e. Capital Objects (500s)	19,400	0	0
	f. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Support Services—Pupil/Instructional Staff Services	$976,238	$0	$0
Support Services—Administration (Associated with functions in 230 000 series and above.) Includes general, building, business, central service administration, and insurances.	a. Salaries (100s)	77,977	0	0
	b. Fringe Benefits (200s)	14,543	0	0
	c. Purchased Services (300s)	0	0	0
	d. Non-Capital Objects (400s)	0	0	0
	e. Capital Objects (500s)	96,514	0	0
	f. Insurance (700s)	0	0	0
	g. Other Objects (e.g., fees) (900s)	0	0	0
	TOTAL Support Services—Admin.	$189,034	$0	$0
Indirect Cost	Approved Rate %			
TOTAL BUDGET		$1,300,000	$0	$0
DPI Approval DPI Reviewer Signature/Date ➤				

**APPENDIX A.
THE FOUR INTERVENTION MODELS**

Required elements for each of the four intervention models are listed below.

Requirements	Transformation	Turnaround	Restart	Closure
1. Replace the principal (except those previously hired for transformation or turnaround reform effort)	X	X		
2. Operational flexibility (budget, staffing, calendaring, school time/schedule)	X	X		
3. Identify/reward effective personnel and remove ineffective personnel	X			
4. High-quality, job-embedded, instructionally aligned professional development	X	X		
5. Financial incentives, career opportunities, and flexible work conditions	X	X		
6. New governance structure		X		
7. Identify and implement an instructional program that is research-based and aligned from one grade to the next and aligned with state academic standards	X	X		
8. Promote the continuous use of student data to inform and differentiate instruction	X	X		
9. Increased learning time	X	X		
10. Socio-emotional and community supports		X		
11. Ongoing family and community engagement	X			
12. Ongoing intensive technical assistance from LEA, SEA, or external partner	X			
13. Rigorous, transparent, and equitable teacher and leader evaluation systems using student growth in significant part AND other measures AND designed with teacher/leader input	X			
14. Replace over 50 percent of the staff using "locally adopted competencies"		X		
15. Close and reopen under a Charter School Operator/CMO/EMO			X	
16. Close the school and send students to nearby schools— including but not limited to charter schools or new schools				X